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COURSE OF
STUDY
PUBLIC SCHOOLS

RATON, NEW MEXICO

1904—1905

COURSE OF STUDY
RULES AND REGULATIONS

— OF —

PUBLIC SCHOOLS

— OF —

RATON, NEW MEXICO

FOR SCHOOL YEAR OF 1904-'05

WITH THE

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

FOR THE

SCHOOL YEAR OF 1903-'04

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PRINTED BY
THE RATON RANGE

1904

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The regular meetings of the Board of Education shall be upon the first Monday of each month, but special meetings may be held from time to time, as circumstances may demand.

TEACHERS' MEETINGS

AT HIGH SCHOOL BUILDING:

GENERAL MEETING at 2 o'clock p. m. on Saturday before the opening of the school year, and at 8 o'clock a. m. on the Saturday following the close of each school month thereafter.

GRADE MEETINGS

FIRST AND SECOND grades, at 3:30 p. m. on second Monday of each school month.

THIRD AND FOURTH grades, at 3:30 p. m. on second Tuesday of each school month.

FIFTH AND SIXTH grades, at 3:30 p. m. on second Wednesday of each school month.

SEVENTH AND EIGHTH grades, at 3:30 p. m. on second Thursday of each school month.

HIGH SCHOOL TEACHERS, at 3:30 p. m. on third Monday of each school month.

Teachers will be excused from these meetings only in cases of sickness and absolute necessity.

READING

FIRST GRADE



FEW children enter school for the first time who have not learned something of its wonders before that first, eventful day. Most of them have entertained happy anticipations of what was to come. The teacher cannot meet these anticipations, but she must strive to satisfy them. The child should be made to realize that each school day is one of intense interest.

While he should be made to appreciate the significance of his five senses, he should be taught that reading is the greatest source of knowledge. Reading, as a source of knowledge, should be shown in his first simple sentence. Then in every following sentence until that value of reading has become firmly fixed in his mind. Next he should be impressed with the value of reading as a step in learning to read more difficult matter.

If drill in logic has not been begun before, it should begin this first day of school. It should be an intuition. To this end the teacher should be methodical, but not given to "grind". Begin with a carefully laid system, but be careful not to let your system drop in tread-mill routine. If you begin with an introductory talk, let it be to arouse an interest in the reading you are to incidentally (?) come to sooner or later. After the talk, lead the child to talk—answering questions the teacher and others of the class may ask; but above all, encourage the pupil to ask questions.

FIRST TERM—CHART AND READER*Baldwin's Graded Readers*

Study time to be occupied with pencil and paper.

Write the individual letters in script, then words, sentences and, when able, lessons.

Learn words, then sentences, by sight.

Learn the letters (and their sounds) composing words.

Spell the words and memorize the spelling.

Have the child express in his own words the ideas gathered from the lesson.

Correct bad expression and have him acquire a correct one.

Induce the child to give expression to other ideas suggested by the lesson.

Do not answer questions which you may be able to induce members of the class to answer—or better, have the pupil answer for himself.

SECOND TERM*Baldwin's First Reader*

First reader, completed.

Follow instructions of first term.

Teach long and short sounds of vowels and indicating marks, —, ∪.

Write a complete sentence describing a picture in connection with the lesson.

Write other thoughts and fancies suggested by pictures and lessons.

Give attention to correct forms of letters.

Give attention to use of period, interrogation point and capitals.

Abbreviations, Mr. and Mrs.

Teach by word, sentence and phonic methods.

Give attention to phonic drills, to introduction of new word-forms and to the vocabulary already acquired.

SECOND GRADE

Baldwin's Second Reader

So far as you can, apply the instructions of the preceding grades.

New words taught from board and pupils drilled in their pronunciation and use.

Lesson not to be read until pupils can call words at sight and understand their meanings.

Teach spelling by sound. This aids in recognizing new words by putting known sounds into new combinations.

Expression is controlled by thought. Give plenty of time for grasping ideas before calling for their oral expression.

No mental growth comes from the mere utterance of words. Pupils must feel that when they read anything it is for the purpose of making others understand and feel.

Have frequent vocal and breathing exercises. Do not allow sing-song reading or mumbling. Prevail upon pupils to read as they talk. Teach simple diacritical marks.

Write short sentences about facts observed and actions performed. These sentences should be first used orally, corrected, then written.

Continue the use of capitals, period and interrogation and add use of comma.

Take up the subject and predicate of the sentence.

Teach correct use of this, that, these, those, sees, see, do, does, is, was, are, were, etc.

Give attention to abbreviations used in Reader.

Correct faults in the language of pupils and others.

Have pupils substitute and change words in the language of the Reader so as to render it faulty.

Teach the use of a, an and the, and the relation of in, on, up, etc., to other words.

Give drills in enunciation and articulation.

Continue word study and phonic drills.

Teach the use of substantives and verb forms, this and that, with plurals.

THIRD GRADE

Baldwin's Third Reader

Review carefully all instructions for previous work. Allow no bad habits in oral expression. Continue vocal and breathing exercises. Practice on difficult words and sentences. Continue diacritical marks and articulation practice.

Composition emphasized by combination of short, simple sentences, descriptive of familiar objects and pictures.

Begin letter writing.

Teach correctness of form and arrangement of sentences.

Nouns—common, proper—number.

Irregular verbs extended.

Adjectives following look, seem, feel, appear, taste, smell.

Adjectives—simple, to be compared.

Pronouns—form of personal.

Different forms of who in questions.

Distinction between vowels and consonants.

Abbreviations--Capt., Col., Gen., Hon., M., A. M., P. M., Rev., P. S., P. O.

Pronunciation—correction of errors.

Homonyms.

Written and oral spelling of words in Reader and other studies.

New words learned, to be used in sentences.

Careful penmanship.

Capitals according to rules only.

Continue phonic drill. Teach the use of dictionary and meaning of phonic characters therein.

FOURTH GRADE

Baldwin's Fourth Reader

Review.

Continue exercises in breathing and vocalizing.

Teach use of dictionary.

Give pupils short paragraphs, new to them, from newspapers and other sources. After a short time, for examination, talk them over, then have them read aloud.

Continue work of preceding grade.

Continue phonic study and analysis.

One recitation each week should be devoted to sight reading, using a reader or selection not familiar to the class.

FIFTH GRADE*Baldwin's Fifth Reader*

Follow instructions of lower grades so far as they apply.

Make application of the principles of the text book on language to the reading exercise.

Punctuation and diacritical marks.

Capital letters and work of previous grades reviewed and perfected.

Word analysis. Begin literary analysis of selections read.

Sketches of authors. Beautiful passages pointed out and tell why they are beautiful. Concert reading.

Report of home reading.

Require some pupil to commit and recite a selection every three or four days, having each pupil to take his turn. The pupils reciting poorly and with least pains may be required to recite oftener than others.

SIXTH GRADE*Baldwin's Sixth Reader*

Use and extend the essential features of the lower grade instructions, especially the last note of Fifth Grade. In the Sixth Grade, however, have pupils come to the front to recite, facing school.

Ask for accounts of articles read by pupils at other times, that are suggested by, or will add to the information gained by the reading lesson, and encourage pupils to bring such articles to class.

As English classics, read *Rip Van Winkle* and *The Great Stone Face*.

SEVENTH GRADE

Baldwin's Seventh Reader

Apply instructions of lower grade, especially of Sixth Grade.

Study biographies of authors.

Require frequent use of dictionary.

Name the common figures of speech and require pupils to look them up and explain in class.

As English classics, read *Evangeline*, *Snow Bound* and *A Christmas Carol*.

EIGHTH GRADE

Baldwin's Eighth Reader

Apply instructions of lower grades, especially of Sixth and Seventh.

Use the newspapers freely.

Have pupils watch affairs of home and foreign governments.

Have read in class an occasional magazine article.

English classics: *Enoch Arden*, *The Snow Image* and *Hiawatha*.

LANGUAGE---GRAMMAR

Language as comprehended in common school work is *spoken* and *written*. To speak and write properly, comprehensively and fluently is the aim of instruction in language,

yet such a method in this instruction as will develop the powers of thought and intellectual organization is as desirable and as practicable as in the popularly recognized intellectual studies. We believe language study can be made most attractive to the student when applied along the line of his common usage, and from this conviction we have classified the *language* work of the primary grades in connection with the other branches, chiefly with reading. In all these grades the work may be, and in the Third and Fourth years should be, considered in classes separate from the other work,

The popular method of instruction in language by reproducing something read, we believe to be fruitful of more evil than good results, and therefore discourage it with teachers. The usual high school, or even college essay is little more than a justified plagiarism. Justified because the training of the writer has been such as to convince him that an essay is nothing more than a reproduction.

With a proper grounding in the elements of language there are few persons who cannot write or talk, at least fairly well, when they have something to say. In the introductory on *reading* the importance of that branch is conceded because of its being the source of most knowledge, yet with the child, first knowledge, as all original knowledge, is acquired by virtue of some of the five senses. This source of information, instead of being eliminated, should be encouraged, and to this end we recommend the study of objects of nature and art by handling seeing, feeling, tasting and smelling; and finally drawing conclusions from the data thus gained. Take at least one recitation period of each week to study objects and after a careful examination of the parts,

shape, color and other qualities relate in good sentences, or write in paragraphs.

SENSE TRAINING—FIRST GRADE

Name some things that are red, green, blue, yellow, white, black.

Things that are smooth, rough, hot, cold, square, long, round.

Have pupils bring to school some white rocks, red rocks; some round leaves, oval leaves, long leaves.

Examine the objects brought and talk of them, using properly constructed sentences.

Spelling by naming the letters of the words introduced.

From the sounds and the letters learned the pupils should gradually acquire the power to make out new words for themselves.

New words should be introduced slowly and repeated again and again in a variety of ways.

The making of small script letters learned by slow steps.

Capital letters learned.

Copying words in script.

Letters and words in print learned after script.

Easy idioms—as, “I see”; “It is”, etc.

Pupils should learn to see short sentences and phrases as wholes.

Making out words should not be confounded with reading.

Pupils should know thoroughly each word in the sentence, and should have the thought, before reading aloud.

Exercises on the blackboard for reading may be copied by the pupils.

Pupils may copy easy sentences from their Primers and Readers.

All copying should be done in script.

The teacher should keep a list of the words learned. These should, by various combinations, be kept in constant use.

SECOND GRADE

Work of First grade to be continued and extended. Introductory book in hands of teacher.

Oral and written language work should be carried along together, the latter growing out of the former.

It should be remembered that the aim of oral work is not merely to get pupils to talk, but to secure happy expression, good arrangement, and correct forms of words.

Familiar conversations on animals, tame and wild—their form, color, covering, voices, ways of getting and eating food, means of attack and defense, cunning, intelligence, affection, use to man, etc.

Birds, insects, spiders, fishes.

Name some objects that are cubes, globes cylinders, irregular in shape.

Have pupils bring to school some smooth rocks, rough rocks, rocks with holes in them, and have them, if possible, learn the cause of these conditions. Other sense training.

Have them bring some leaves that are single, some made up of little leaves (leaflets), some with rough surfaces and some with smooth surfaces.

Name some fruits with one seed—of more than one.

Talk and write freely and correctly. See Science Work.

Sunrises, sunsets, sky, wind, clouds, rain, snow, seasons, sun, moon, fields, woods, streams, mountains, valleys, gardens, farms.

Streets, parks, houses, carpenters' work, masons' work, etc.

The senses and what we learn through them.

Morals and manners as occasion may present, illustrated when possible by incident or story. Deceit, lying, stealing, tattling, idleness, whining, forms of greeting, care for others' property, kindness, Golden Rule, respect for the aged, respect for authority, prompt obedience, keeping promises, politeness, courage in doing right, defending the weak.

Description of pictures with and without guiding questions.

Stories from pictures and from the imagination.

Dreaming—Close the eyes, lay the head on the desk and think some imaginary thing and then tell or write it.

Memorize selections of poetry and prose.

THIRD GRADE

Follow instructions of previous grades.

The writing of sentences and the drill on special words as required in the reading and the language exercises will furnish sufficient work in spelling for the first and the second year.

REED'S INTRODUCTORY LANGUAGE WORK LESSONS I TO LXXX, INCLUSIVE

Examining the sentence to find what words do.

Statements—chief words—names.

Names—capitals.

Studying related sentences—chief words and their helpers.

Finishing and joining related sentences to make a good story.

Words that take the place of names.

Have pupils bring rocks of two or more colors. Rocks that contain two or more kinds of material, and have them try to find out the cause of the different colors and what the different materials are.

Bring flowers and separate them into their parts—calyx, corolla, stamen and pistil.

Bring plants with single root, with several roots and with many or fibrous roots.

Bring some insects that jump, some that creep and some that fly.

Dream, or imagine, stories.

When you have exhausted the investigation on any specimen or class of objects, write. See science work.

Give careful attention to spelling, punctuation and syntax.

Practice in descriptions.

Have and *has*, *do* and *does*.

Using verbs with *I* and *you*,

Contractions—*Isn't*, *aren't*, *doesn't*, *don't*, etc.

Putting sentences together—commas with connected words.

Studying sentences—making smooth, flowing paragraphs.

Names changed to mean more than one.

Names changed to show possession.

How to show possession—one and more than one.

What words do and mean.

How to show possession—*Its, Hers. Ours, etc.*

FOURTH GRADE

Have pupils bring some quartz, granite, lava, clay. Learn what you can of them and talk freely of them. When all the class have told all they can, all write about the specimen. See science work.

Have pupils bring leaves with smooth margins, rough margins, (serrate, dentate, etc.), some with parallel veins and some with net veins. Use them as instructed to do with the rocks.

Follow instructions of previous grades,

Imagine stories.

REED'S INTRODUCTORY LANGUAGE WORK

LESSONS LXXXI TO CXIII, INCLUSIVE

Using the verb right—*do, did, done; see, saw, seen.*

Using the right verb—*lie, lay; sit, set.*

Using the verb right—*blow, draw, grow, know, throw, beat, break, fall, freeze, write, choose, drive, fly, give, go, ride, shake, speak, forsake, rise, steal, take, tear, wear, come, drown, attack.*

Helping words joined to names.

Hints for word pictures.

Comma with helping words.

Helping words--descriptions and stories.

Using helping words right.

Helping words joined to verbs.
Phrases joined to the chief parts.
Changing direct to indirect quotations.
Capitals--general exercises.
Punctuation--general exercises.
Study of sentences.
Hints for descriptions and stories.
Agreement of the verb.
Using the right verb.
Arranging and joining sentences.
Study of sentences--story.
Hints for stories--quotations.

FIFTH GRADE—FIRST HALF OF YEAR

REED'S INTRODUCTORY LANGUAGE WORK COMPLETED LESSONS CXLVII TO CLXXVIII, INCLUSIVE

Letter-writing--kinds of paper, folding, envelopes, margins, ink, etc.

Friendly letters.

Business letters.

Informal notes.

Formal notes.

Exercises on the different parts and forms of letters.

Hints for original letters.

Outlines for stories.

Additional Oral and Written Work—As suggested in the text book, and as noted for preceding terms.

Brief stories from American history.

Simple outline facts concerning great men and women

--authors, patriots, inventors, explorers, public benefactors, etc.

Gems of thought and language written from memory.

Write compositions in imagination and description.

SECOND HALF OF YEAR
GRADED LESSONS IN ENGLISH
LESSONS I TO XXXVIII, INCLUSIVE

Talks on language--sounds, letters, ideas, words, human voice, natural and artificial language, thoughts.

Two words expressing a thought.

The sentence--its two parts.

Sentence-building.

Capitals and the period.

Sentence-building--Agreement of subject and predicate.

Classes of words--nouns.

Individual names and class names--capitals.

Verbs--agreement.

Pronouns--capitals.

Modifiers of the subject.

Sentence-building--modifiers.

Adjectives.

Sentence-building--adjectives.

Modifiers of the predicate.

One modifier joined to another.

Adverbs.

General exercises in analysis and classification.

The correction of errors.

Phrases.

Sentence-building—adjectives, adverbs.
Equivalent phrases—arrangement.
Prepositions.
Compound subject and compound predicate.

SIXTH GRADE
GRADED LESSONS IN ENGLISH
LESSON XXXIX, COMPLETING BOOK

Pages 144 to 165 may be drawn upon for occasional exercises in capitals, punctuation and letter-writing.

Continue under instructions of lower grades so far as they apply.

Have compositions, mainly in description and imagination, about once a week.

Letter writing.

Science lessons with written thesis on what has been found out about natural objects studied. See science lessons.

SEVENTH GRADE
HIGHER LESSONS IN ENGLISH
LESSONS I TO CXI, INCLUSIVE

Apply essential parts of previous instruction.

Require pupils to give abundance of examples.

Letters of application and recommendation, properly folding letter and addressing envelope.

Insist on pupils standing and talking of what they have read or heard out of school.

Compositions once a week, in imagination, description and explaining or accounting for some scientific phenomenon they have observed.

EIGHTH GRADE
HIGHER LESSONS IN ENGLISH
LESSONS CXII, COMPLETE BOOK

Follow instructions of previous grades.

Write newspaper articles, editorials, etc.

Write a critique.

Define commoner figures of speech and make examples of each.

Compositions of from 200 to 300 words, at least one every two months, on subjects selected or approved by teacher. To be criticised by teacher and returned for revision by pupil, unless first copy is satisfactory.

Require letter writing of all previous grades as a review.

NUMBERS AND ARITHMETIC

The schol year of 1904 and '05 opens with the newly adopted Wentworth's Arithmetics, and no more important suggestion can be offered the teacher than that of carefully reading the preface, notes and other instructions of the author. The new books certainly show great effort, as well as success, toward systematic arrangement, and a complete mastery of the subject as the author broadly comprehends it. In the more advanced grades it seems that if time permits the teacher may supplement the text with more of the philosophy of numbers.

FIRST GRADE

Teacher to follow, in part, the suggestions and gen-

eral plan of Part I of Elementary book. Combinations up to 10. Use objects in all combinations and divisions. Comparisons in length, magnitude, etc., by use of blocks and other devices. Compare number and magnitude of objects that come up in connection with the day's work. No regularly assigned tasks.

SECOND GRADE

Follow instructions of First grade, except easy tasks may be regularly assigned. Combinations to 20. Add and subtract to 100. Multiply 100's by 2, 3 and 4. Multiplication tables to 5×12 .

THIRD GRADE

Primary book may be put in the hands of pupils. Review from first, and complete to Part III. Use objects for illustration as indicated by pictures at top of pages of book. Supplement book with devices improvised by pupils and teacher.

FOURTH GRADE

Follow instructions of Third grade and review Elementary book, as advancement of pupils require. Advanced work to begin with Part III and complete the book.

FIFTH GRADE

Begin Practical Arithmetic, and complete to *Factors, Measures and Multiples*. Use objects to illustrate transactions. Make actual measurements for data in supplementary problems. Supplement work from Appendix.

SIXTH GRADE

Follow instructions of Fifth grade. Review from first of book and continue from Chapter VIII to Chapter XII, *Percentage*. Supplement from Appendix.

SEVENTH GRADE

Review as much of Fifth and Sixth grades as seems needful. Advanced work to begin with *Percentage* and continue to *Powers and Roots*. Supplement from Appendix.

EIGHTH GRADE

See instructions of Fifth, Sixth and Seventh grades. Complete the book and review.

GEOGRAPHY

FIRST GRADE

Learn to distinguish between river, creek, lake, ocean, gulf, etc. Learn directions—where the sun rises and sets. Walk and point to east, north, west and south. Locate objects in various directions. Learn north-east, north-west, south-east and south-west. Draw plan of school house and grounds, locating objects by relative distance (being $\frac{1}{2}$, $\frac{1}{3}$ or 1-10, etc., of some distance as the length of the house or room), direction, etc.

SECOND GRADE

Review all the work of the first year, and extend it. Supplement with devices of your own. Draw a plat of the school grounds, neighborhood, with natural objects—trees stones, hills, mountains, streams, etc.

THIRD GRADE

Review and extend work of First and Second grades. Show and explain to pupils printed maps of town, county and territory, then have them draw county and territory; bound each. See that they have a good conception of the forms of land and water, shape of the earth, and something of its relation to the sun and other planets.

Small book (Barnes) may be used the last half of the year. See history.

FOURTH GRADE

Begin, proper, the Barnes first book, reviewing from first and complete. Illustrate the divisions of land and water, if necessary, by making them upon the ground and filling with water. Globe exercises in latitude, longitude, circles, oceans and tributaries, rivers and tributaries. Modeling. Outline maps of grand divisions. Have frequent talks of climate, productions, curiosities, scenery, historical events, etc. See history.

FIFTH GRADE

Begin Complete Geography; take to South America. As often as possible associate history with locality studied. Special drills on geography, production and history of New Mexico. See history. Careful attention to physical features. Mark (or locate with products) on maps products, fruit and mining regions, industrial and commercial centers, state institutions, natural curiosities, etc., of New Mexico. Locate principal railroads and important points along them.

SIXTH GRADE

Begin with review of Fifth grade and complete the book. Study in connection with the History of the grade, and apply the suggestions of the Fifth grade.

SEVENTH GRADE

Review the entire complete book, applying the suggestions of the Fifth and Sixth grades, and extending them, especially in connection with the History.

HISTORY

FIRST GRADE

Indian stories of Raton and neighborhood. Indian life. Early settlers of this region—their names, hardships, customs, occupations, etc. The Mexicans and their early settlements. See geography.

SECOND GRADE

Follow instructions of first year. Extend Indian, Mexican and early settlers' tales to New Mexico. Stories from "*Seven Little Sisters*" and "*Ten Boys*". See geography.

THIRD GRADE

Continue and extend the work of First and Second grades. Cliff Dwellers, Pueblos, Esquimaux. Connect with geography.

FOURTH GRADE

Continue and extend work of former grades. Stories from United States History. Lives of Columbus, Washing-

ton, Lincoln, Grant, Socrates, Alexander, Caesar, etc. See geography.

FIFTH GRADE

American History, from discovery of continent to present time as taken from any primary History, as *Story of Our Country—William of Normandy, Cromwell, Charles I, Joan of Arc* and *Paul Kruger*. Noted Americans. See geography.

SIXTH GRADE

Continue work of previous grades, and read as supplementary reading, *Eggleston's First Book in American History*. Associate historical events with their geography. Make historical outline maps. Biography and great events.

SEVENTH GRADE

Use the book of the Sixth grade as suggestive and extend by research work in history, using various histories as reference. Make this strong training in preparation for eighth year history. Make outline maps and write up subjects individually assigned.

EIGHTH GRADE

Begin and complete *McMaster's History of the United States*. Biographies, search topics, current history. Outline maps.

PHYSIOLOGY AND HYGIENE

FIRST GRADE

Familiar talks about cleanliness, neatness, effect of

wet clothes, improper food, drink, etc. Divisions of body, senses, etc.

SECOND GRADE

Follow outline of first year. Call attention to similarities in man and dumb animals and birds. Location and names of organs.

THIRD GRADE

Follow instructions of First and Second grades. Arrangement of organs and parts of body and the advantages of such arrangement. Classification, names and number of bones.

FOURTH GRADE

So far as practicable follow outlines of previous grades. Study circulation and organs engaged in its function. Elaborate upon the senses and organs of sense.

FIFTH GRADE

See instructions in previous grades. Digestive and nervous systems and organs of. Make comparisons and contrasts with lower animals.

SIXTH GRADE

Child's Health Primer Physiology. Study and recite at least twice a week in connection with Science work.

SEVENTH GRADE

No book, except to review Sixth grade work. In connection with the science work, have pupils make special

investigations and report. Dissect a beef heart, liver, brain, kidneys, a rabbit or some other animal, and trace its blood and nervous systems. Perform chemical experiments, illustrating the various functions of the organs, juices, etc., of the body.

EIGHTH GRADE

Steele's Hygienic Physiology. Supplement by reference to other books. Extend work of Seventh grade.

SPELLING

Spelling should deal with the form of the word, yet the elements—the sounds represented by letters—that make up the word must be recognized in their individual as well as in their relative capacities. We often find it necessary to apply the test of uttering the individual sound, first alone and then with its related sounds.

While we use no text book in spelling, this fact should emphasize the importance of spelling every word used. While it should be the rule with the teacher to see that her pupils are able to spell, orally and in writing, all words used in conversation or found in the various lessons, this rule should have special emphasis in the first five grades.

In the first year this may be done in connection with the reading and conversation exercises, but in the Second grade regular spelling exercises, at least once a day, should be had. In the Second and Third grades at least five words should be given from the reading, language and number

lessons. If five words per day will not include all the new words taken up each day, then the number should be increased to such an extent as to include all new words.

In the Fourth and Fifth grades not less than ten words per day should be given. As in the lower grades these should be taken from the reading, grammar, geography, arithmetic and conversation, with an extended review once a week. Learn the meaning of words.

In the Sixth, Seventh and Eighth grades continue the same methods, extending the selection of words to physiology and history. Learn definitions and use properly in sentences. Composition work should be corrected as to spelling and correctly rewritten.

SCIENCE AND OBSERVATION WORK

This is a subject on which teachers should place much intelligent stress. While it has become a very popular subject in grade work, it is probably the most abused in the public school curriculum.

One of the first steps toward correcting abuses should be to forget that there are such accessories as reading books on science and nature study, and then go out into the school yard, the fields or woodlands and collect some growing plants, insects, rocks, etc. Bring your collection into the school room and proceed, with your pupils, to discover everything you can about some one individual of your collection. After exhausting the pupils and your observational resources, encourage your pupils to talk or write of

what they have observed, and in the more advanced grades, compare, contrast and draw conclusions.

FIRST GRADE

Use objects—natural or artificial. By the various senses determine their shape, rough or smooth, size, weight, color, etc. Examine insects and plants as to hard or soft, number of legs, wings, limbs; shapes of leaves, flowers, parts of flowers, their fragrance, beauty, etc. Do not neglect to have them tell what they have discovered. Place stress on the sense training.

SECOND GRADE

Read above instructions. Examine stems, leaves and roots as to shape, soft or hard, smooth or hairy, veins, etc. Insects, size, jumpers, runners or flyers; size, shape and number of organs. Flower, color, fragrance, number of sepals, petals, stamens and pistils, etc. Rocks, as to color, soft or hard, will it make a mark or scale off. Devise some work of your own along these lines. Sense training and talking.

THIRD GRADE

Continue and extend the work of previous grades. Examine seeds and seed pods, other fruits with their appendages and protections. How and where they grow, compare and contrast in shape, structure, etc. Insects and animals, as to shape, parts, organs, habits, food, etc. Rocks, quarts, sand stone, volcanic, etc. Sense training and talking or writing.

FOURTH GRADE

Follow instructions of previous grades. Names and peculiarities of common wild and house plants. Some of common domestic and wild animals. Iron and lead ores. Gold and silver bearing rocks. Lime stone, if you can find specimens. Sense training and expression—oral or written.

FIFTH GRADE

Review all the work of previous grades. Examine relation of sepals to calyx, petals to corolla, simple and compound leaves, margins of leaves; uses of appendages on fruits and seeds. Study ores, granite, slate, etc. Birds, fishes—relation of feathers to scales, hair, etc. Food and habits of animals. Expression.

SIXTH GRADE

Follow and extend work of Fifth grade. Study flowers, leaves, stems and roots as to regularity of form, change of condition and color at different seasons. Animals of other countries; soils—sand, vegetable, ash, etc. Write two or three pages on individual specimens or classes examined. See physiology.

SEVENTH GRADE

Conform to and extend outline of previous grades. Examine mosses and water plants and compare with those previously studied. Experiment with movements of air currents, their cause and effects on nature, winds, fire burning, etc. Compare animal structure to man structure, etc. Rock strata, how formed, coal formation and other subjects that may appeal to you. See physiology.

EIGHTH GRADE

Continue the previous work with such additions as your ingenuity may suggest, but do not forget to talk and write. Encourage questions on natural phenomena, but as a rule leave the answer to be learned by the pupils.

WRITING**FIRST GRADE**

Writing should begin the first day of school. For the first year pupils should write with long pencils on good paper. Learn a few simple and well used words by their script forms, following soon with the script form of the individual letters. After the individual form is learned, teach the combinations. Write lessons.

SECOND GRADE

Review individual forms. Use pencil. Write spelling and reading lessons. May use second book, but if so, supplement with exercises on practice paper. Legibility, uniformity, and encourage rapidity. Height and slant of letters.

THIRD GRADE

Follow instructions of second year. May use ink or pencil and third book. Daily exercises. Apply to letter writing of correct forms. Principles of letters.

For Fourth, Fifth and Sixth years follow instructions of previous grades, with black ink and the books of same number as grade. Encourage rapidity and forearm move-

ment. Give much time to exercises in movement and letter forms, on exercise paper.

Seventh and Eighth grades may use Sixth book with extensive exercises, permitting more individuality in writing characteristics, but always insisting on rapidity and legibility. Insist on legibility and neatness in all writing exercises, compositions, etc.

MUSIC

FIRST, SECOND AND THIRD GRADES

Give prominence to "rote song". Use care in selecting songs suitable for grades.

First year—Scale as a rote song. Teach it thoroughly, both syllable and scale names (do, re, mi, etc., and 1, 2, 3, 4, 5, 6, 7, 8). Voice drills by having scale sung, using various syllables, as oh, ah, ha, too, tee, etc. Give short drills at beginning of every lesson. Teach the more simple intervals, as do-re, re-mi, etc. Write easy exercises on the board in figures and sing. Omit skips, but sing up and down, as (a)—8, 7, 6, 5, 4, 3, 2, 1; (b)—8, 7, 6, 5, 6, 7, 8; (c)—1, 2, 3, 2, 3, 2, 1, 1; (d)—5, 4, 3, 2, 3, 4, 3. An exercise may begin or end on 1, 3, 5 or 8, but at first it is better to use 1 or 8.

Second year—Written exercises beginning with the representation of the scale. Explain that the staff and "G" clef indicate the pitch of tones, and that notes show the length of tones. Value and form of the whole, half and quarter notes. Measure—two-four measure has two counts or pulsations. Use of bars, double bars. Key of C. Con-

tinue intervals, taking up easier skips, as 1-3, 1-5, 3-5, 5-8, etc., and their inversions, as 3-1, 5-1, etc. Sing exercises containing points learned. Sing songs frequently. Give at least half your time to songs. Book 1 and 2 in hands of teacher.

Third year—Teach the form and use of the *hold*, *slur* and *tie*. Four-four measure, first and third pulsations are accented. The meter signature 4-4 shows four quarter notes to each measure. Introduce exercises in the key of D. The two sharps in the signature show that *do*, likewise the entire scale, has changed position. Each tone is one degree --a line or space--higher than before. Continue study of intervals. Practice exercises and songs. Book 3 in hands of teacher.

FOURTH, FIFTH AND SIXTH GRADES

Continue rote songs—greater emphasis on regular written work—greater accuracy—individual responsibility. Each pupil should be called upon.

Fourth year—Review 1st, 2nd and 3rd years, with greater exactness. Preserve written work for future use. Three-four measure. Use of *dot*. Exercises containing points learned. Use book 3 for pupils.

Fifth year--Learning meaning of, and sing songs containing, following terms: *Andante*, *Moderato* and *Allegro*. Also D. C. and D. S. Show form and use of whole, half and quarter rest. Introduce six-eight measure. Copy exercises and songs, and practice same. 4th book.

Sixth year--Give attention to correct phrasing. Guard

against mere mechanical work. Sing with soul and spirit, but not noisy. Cultivate smooth and soft, but not weak tones. Keys, F. and G. Use of sharps and flats to induce accidentals. Sharp four (*fi*) is perhaps the easiest illustration, as *sol, fi, sol* in the key of G. are the same as *do, si, do* in the key of C. Begin the use of *two-part* songs. Continue and extend work of previous grades. Practice exercises and songs. 5th book.

SEVENTH AND EIGHTH GRADES

Use 6th book and supplement such work as is necessary to its use. Sing any good songs from other books, but guard against the silly, sentimental songs now in growing popularity.

DRAWING

FIRST GRADE

Good lines are an elementary essential to drawing well, but drawing, like any other subject with a child, must begin with engaging the child interest and that cannot be engaged by attention to mere lines, circles, etc. Permit the child to draw at whatever he desires, but endeavor to direct him to simple objects that are easily represented on paper. Free hand drawing only. The first year's work should cover the drawing of square, triangle, circle, sphere and cylinder. Folding square and triangular forms. Cutting out printed pictures and forms from plain paper, and pasting. Building or laying with pegs and sticks. Clay modeling. Elementary colors.

SECOND GRADE

Observe instructions for First grade. So far as possible carry a form through modeling, drawing, cutting, folding, coloring. Hemisphere, cube, right-angled and triangular prism, cone, pyramid.

THIRD GRADE

Review previous work, and extend it to square prism, ovoid and ellipsoid. Draw, in perspective, easy objects in the room, as a plain table, desk or book. Permit those who show adeptness and inclination to draw anything they desire.

FOURTH GRADE

Use book one, and supplement from instructions of previous grades. So far as possible, explain drawings in books from the objects and after this explanation draw from object and book picture. Select objects from pictures in back of book.

FIFTH GRADE

Book two, and follow instructions of Fourth grade.

SIXTH GRADE

Book three, and instructions of Fourth and Fifth grades.

SEVENTH GRADE

Book four, and instructions of Fourth grade.

EIGHTH GRADE

Book five, and instructions of Fourth grade.

TEXT BOOKS AND PRICES

	List.	Ex.	Contract
Baldwin's Readers by Grades—First.....	25	15	19
“ “ Second.....	35	21	27
“ “ Third, Fourth and Fifth.....	40	24	30
“ “ Sixth, Seventh and Eighth.....	45	27	32
Barnes' New Elementary Geography.....	55	20	42
Barnes' Complete Geography.....	1.25		94
Eggleston's First Book in American History.....	60		45
Barnes' United States History.....	1.00	60	75
McMaster's History of the United States.....	1.00		75
Steele's Hygienic Physiology.....	1.00		75
Tracy's Outlines of Physiology.....	1.00	60	75
Barnes' National Vertical Penmanship 1 to 6.....	75		57
Webster's New Primary Dictionary.....	48		38
Webster's Common School Dictionary.....	72		58
High School Dictionary.....	98		78
High Academic Dictionary.....	1.50		1.20
High International Indexed Dictionary.....	11.00		9.25
Judson & Bender's Graded Literature Readers First Book.....	25	12	20
“ “ Second Book.....	40	20	32
“ “ Third Book.....	45	22	36
“ “ Fourth Book.....	50	25	40
“ “ Fifth Book.....	50	25	40
“ “ Sixth Book.....	50	25	40
“ “ Seventh Book.....	50	25	40
“ “ Eighth Book.....	50	25	40
“ “ 5th and 6th Books Combined.....	70	35	56
“ “ 7th and 8th Books Combined.....	70	35	56
Reed's Word Lessons.....	25	12	20
Reed's Introductory Language Work.....	40	24	32
Reed & Kellogg's Graded Lessons in English.....	40	22	30
Reed & Kellogg's Higher Lessons in English.....	63	38	50
Wentworth's Elementary Arithmetic.....	30	18	22
Wentworth's Practical Arithmetic.....	65	39	49
Eclectic Industrial Drawing—Books Nos. 1, 2 and 3.....	10		10
“ “ Books Nos. 4 and 5.....	15		15
“ “ Book No. 6.....	20		20
Educational “ “ Books 1 and 2.....	25		25
“ “ “ “ Books 3, 4 and 5.....	30		30
“ “ “ “ Book 6.....	60		60

HIGH SCHOOL

OUTLINE OF COURSE OF STUDY

FRESHMAN YEAR

LATIN COURSE	SCIENCE COURSE	ENGLISH COURSE
Beginning Latin	Latin or German	Spanish
3 Rhetoric and Eng. Classics	3 Rhetoric and Eng. Classics	3 Rhetoric and Eng. Classics
Algebra	Algebra	Algebra
1 Physical Geog- raphy	1 Physical Geog- raphy	1 Physical Geog- raphy
2 Civil Law	2 Civil Law	2 Civil Law
Drawing and Music	Drawing and Music	Drawing and Music

SOPHOMORE YEAR

Caesar	Caesar or 2nd year	2nd yr. Spanish
1 Algebra	German	1 Algebra
2 Geometry	1 Algebra	2 Geometry
4 American Literature	2 Geometry	4 American Literature
Physics	4 American Literature	Physics
1 Greek History	Physics	1 Greek History
2 Roman History	1 Greek History	2 Roman History
Drawing and Music	2 Roman History	Drawing and Music
	Drawing and Music	

JUNIOR YEAR

Cicero	1 Astronomy	1 Commercial Law
Geometry	2 Geology	2 Commercial
Chemistry	Geometry	Arithmetic
English Literature	Chemistry	1 Commercial
Drawing and Music	English Literature	Geography
	Drawing and Music	2 Astronomy or Geology
		Chemistry
		English Literature
		Drawing and Music

CONTINUED ON NEXT PAGE

SENIOR YEAR

LATIN COURSE	SCIENCE COURSE	ENGLISH COURSE
Virgil	Botany or Zoology	1 Book Keeping
1 English History	1 English History	1 English History
2 French History	2 French History	2 French History
1 American History	1 American History	1 American History
English Classics	English Classics	English Classics
1 Drawing and Music	1 Drawing and Music	1 Drawing and Music
2 Thesis	2 Thesis	2 Commercial Paper and Correspondence.
		1 Thesis

NOTES

1. Taken as a full study for 1st half of year.

2. Taken as a full study for 2nd half of year.

3. One-fourth of time given to study of English Classics. A studied composition of from 350 to 800 words to be prepared once in every two weeks, with written work as class exercise every three or four days.

4. "American Literature" as contemplated in the Sophomore year shall consist of one hour's work, or half full work—full work consisting of two hours' work for the entire year. Two subjects may go to make up a full year's, or two hours' work—as Algebra first half and Geometry second half of Sophomore year.

English Classics to be modified from year to year to meet "College Requirements in English."

Each pupil—except in second half of the Senior year—shall be required to read an approved book and write a paper on it as often as one in every term.

RULES AND REGULATIONS

THE SUPERINTENDENT

The Superintendent shall have general supervision of the schools of the city, acting under the advice and direction of the Board of Directors, and shall communicate all orders and instructions relating to the general administration of school interests, to teachers, pupils or janitors as directed and see that the same are enforced.

He shall visit the several grades as often as possible; shall see that the system of grading and course of study adopted are followed; shall make such suggestions and corrections in class management, and discipline as he may deem necessary; shall counsel with teachers as to their modes of teaching and government.

He shall attend promptly to all cases of misconduct reported to him by any of the teachers, carefully examine the facts in the case, and, if he deems proper, administer appropriate correction. Cases of extreme difficulty and importance he shall report to the board.

He may temporarily suspend pupils from school, for violation of rules or improper conduct, in all cases where he may deem such action necessary, notice of which shall be immediately given to the clerk of the board; and the pupil suspended shall not be re-admitted except upon the order of the board, unless he or she shall by note or otherwise signify a willingness to comply with the rules of the school. All cases of suspension shall be immediately reported to the parent or guardian.

It shall be his duty to attend all regular meetings of

the board, and such called meetings as the board may deem proper.

He shall make such reports to the board as they may direct, or as he may think for the good of the schools, and shall make an annual report at the close of the year of the condition of the schools, with his recommendations concerning the same.

He shall hold a meeting of the teachers on the Saturday previous to the opening of the school year, and at least once a month while the schools are in session. He shall compile and preserve in his office a complete record of the grade work and standing of each pupil and a general monthly record of attendance and progress, and also a complete record of all apparatus, books and other personal effects belonging to the district.

He may temporarily fill vacancies caused by necessary absence or sickness of teachers, and may make such other temporary arrangements as appear to be for the best interests of the schools, reporting the same in each case to the board at its next meeting.

He shall have charge of all school supplies and apparatus and shall see that they are properly used and cared for.

He shall examine and assign pupils to the various departments and teachers, as in his judgement their qualifications may justify.

PRINCIPALS

Principals shall see that their buildings are opened for the admission of pupils at 8:30 a. m., and at 1:00 p. m.

If the weather is such as to warrant it, they may open earlier; *provided*, that no pupil shall enter any room which is not at that time in charge of a teacher.

They shall see to the safe keeping of their respective buildings, the furniture, books and apparatus contained therein, and the fences, trees, shrubbery and out-buildings belonging thereto; and at the close of the school year they shall return the keys of their respective buildings, also the keys of the desks and closets, properly labelled and numbered, to the Superintendent; and shall also furnish him with a schedule of all articles used in and belonging to the building.

They will be held responsible to the Superintendent for the care and order of their respective buildings from 8:30 a. m. to the close of the afternoon session, and with the approval of the superintendent may establish such special rules and regulations as will secure the best possible order in the buildings and about the grounds.

They may call to their aid any or all teachers of their buildings, in securing order and discipline, and shall see that their buildings, at no time, while pupils are within, are left without the supervision of themselves or some teacher.

TEACHERS

Teachers are required to be at their rooms at least thirty minutes before the opening of each session, unless excused by the Superintendent. They shall give close attention to the ventilation, temperature and cleanliness of their respective rooms.

All teachers shall carefully guard against the introduction of questions of a sectarian or partisan nature. They shall refuse to read or circulate any advertisement of any kind whatever, and shall not allow any person the privilege of exhibiting any book, map or other articles, or of announcing in any manner notices of any kind, or of distributing upon the school premises any books, bills, tracts, or other publications; nor shall books or apparatus of any kind be purchased or contracted for by any school, or by any teacher in behalf of any school.

Each teacher must hold herself personally responsible for the deportment of her pupils in and about the buildings, and all pupils are subject to the correction and reproof of any teacher.

Teachers shall prepare and hand to the Superintendent all monthly and other reports as required by him, before they are entitled to their monthly salaries, and before receiving their last month's salary, will be required to return to the Superintendent all keys properly labeled, of their rooms, desks and closets.

Daily calisthenic exercises shall be had in all primary rooms of from three to five minutes during each session.

Excepting in case of sickness, or for other good cause, teachers must give to the Board two weeks' notice of resignation.

Within two weeks after the opening of each term each teacher shall submit to the Superintendent a carefully prepared program of her daily work and shall post a copy of the same in a conspicuous place in her schoolroom.

PUPILS

Pupils shall attend school within the limits prescribed by the Board; but the Superintendent, in case any room or grade becomes overcrowded, may make temporary transfers.

Pupils may enter school at any time, but in all cases new pupils or such as re-enter after the first day of any term must apply to the Superintendent for assignment. All pupils without promotion certificates of the past year will be required to procure certificates from the Superintendent before they will be received by any teacher, and certificates not presented the first day of the term will have to be approved by the Superintendent, who will require a written excuse from the parent, explaining why it was not presented sooner.

No first grade pupil will be received after the first week of any term, and all pupils who have not before been enrolled in our public schools must be accompanied by parent or guardian who shall furnish satisfactory evidence of age, residence, etc.

Every pupil is required to be regular and punctual in attendance, to conform to all rules of the schools, and to follow the course of study and system of grading prescribed. Written excuses from parents or guardian for absence or tardiness must be furnished whenever requested by teachers.

No pupil shall be received into the schools after an act of truancy, without the written order of the Superintendent.

No pupil shall be allowed to pass from one grade to another without the written order of the Superintendent, which order shall be preserved by the teacher of the grade into which the pupil is passed.

Profane or indecent language, use of tobacco, defacing school buildings or other property, willful disobedience or breach of discipline, will be deemed cause for immediate suspension.

Any pupil absent from school three days in succession will be dropped from the roll. After having been dropped he can be reinstated by the Principal, provided he shall bring a satisfactory excuse from parent or guardian. If the excuse is not satisfactory the pupil can be reinstated only by the Superintendent.

A pupil having been absent two half days, or tardy twice in four consecutive weeks, without proper excuse, shall forfeit his seat in the school, and the teacher shall report the same to the Principal, who shall at once notify the parents or guardian and the Superintendent. He may resume his place in school only on a written permit from the Superintendent.

JANITORS

Janitors are under the immediate direction and control of their Principals and the Superintendent.

They shall be at their buildings as early as 8 a. m. each school day, and remain at the same until the close of the daily session, unless excused by the Principal.

They shall be responsible for the buildings when school is not in session.

They shall, when able, make all needed repairs, and report all other needed repairs to the Superintendent.

They shall keep school buildings and premises neat and clean; shall sweep all rooms and halls each evening;

thoroughly dust all desks and furniture each morning, and shall have the rooms warmed to a temperature of at least sixty-five degrees, at time for opening each daily session.

They shall at the close of the year, or at the time of discontinuing the work as janitor, make a report to the Superintendent, giving a list of all tools and implements furnished them by the Board, their condition at the time of report, and shall deliver with this report all keys, etc., in good condition.

They shall ring the bells, make changes in and about the buildings as the Principal and Superintendent may direct, but shall make no changes that will affect any pupil or teacher without the approval of the Superintendent.

It shall be their duty to assist the Principals and teachers in maintaining order and to report to the Principals or Superintendent any bad conduct or violation of rules on the part of pupils.

GENERAL

Regular promotions occur at the close of each school year.

No child shall be received or continued in the school known to be infected with any contagious disease, or coming from a family where such disease exists.

All persons feeling themselves aggrieved in connection with school matters must apply to the Superintendent. Should the Superintendent be unable to render satisfaction he shall at once submit the matter to the Board.

Parents and guardians are invited to visit the schools and confer with teachers as to the best manner of instruction

and discipline of their own children, but all persons are forbidden going to school rooms for the purpose of making complaints in the presence of pupils. They must seek redress as above advised.

Children under school age cannot be allowed to visit the schools except with a parent who will see that they in no way are allowed to disturb the schools.

The Board recognizes as sufficient reasons for absence or tardiness: 1. Sickness of pupil. 2. Sickness in the family. 3. Danger to health from exposure. 4. Imperative necessity.



HIGH SCHOOL DAILY

HIGH SCHOOL DAILY				TIME	MR. ROBERTS	MISS BRAINERD	MISS			
OPT				8.30-8.40						
Biology				8.40-9.20	Anc. Hist. I.	Latin—				
				9.20-10.00		Latin—				
				10.00-10.40	M. and M. Hist. I.	Ger. 2n				
				10.40-11.20	English History	Lat.—H				
Physics				11.20-12.00						
				12.00-12.30	NOON					
				Literary Soc			12.30-1.10	Anc. History II.		
							1.10-1.50	M. and M. Hist. II.	Ger. 1s	
Chemistry				1.50-2.30	American History	Latin—				
				2.30-4.00						

STUDENT'S CLASS CARD---Name: _____

HIGH SCHOOL COURSE OF STUDY

	ENGLISH COURSE		SCIENTIFIC COURSE		CLASSICAL COURSE	
	1ST SEMESTER	2ND SEMESTER	1ST SEMESTER	2ND SEMESTER	1ST SEMESTER	2ND SEMESTER
1st Year	English, 4, 5, 8. Algebra, 3, 7. Anc. Hist., 1, 6. Agriculture, 7 & 8.	English, 4, 5, 8. Algebra, 3, 7. Anc. Hist., 1, 6. Agriculture, 7 & 8.	English, 4, 5, 8. Algebra, 3, 7. Latin, 4, 6. Physiography, 1 & 2.	English, 4, 5, 8. Algebra, 3, 7. Latin, 4, 6. Physiography, 1 & 2.	English, 4, 5, 8. Algebra, 3, 7. Latin, 4, 6. Physiography, 1 & 2.	English, 4, 5, 8. Algebra, 3, 7. Latin, 4, 6. Physiography, 1 & 2.
2nd Year	English, 3, 4. Algebra, 5, 6. M. and M. Hist., 3, 7. Physiography, 1 & 2.	English, 3, 4. Geometry, 5, 6. M. and M. Hist., 3, 7. Physiography, 1 & 2.	English, 3, 4. Algebra, 5, 6. Anc. Hist., 1, 6. Biology, 1 & 2.	English, 3, 4. Geometry, 5, 6. Anc. Hist., 1, 6. Biology, 1 & 2.	English, 3, 4. Algebra, 5, 6. Latin, 2. Anc. Hist., 1, 6.	English, 3, 4. Geometry, 5, 6. Latin, 2. Anc. Hist., 1, 6.
3rd Year	English, 6. Geometry, 1. Eng. Hist., 4. German, 7.	English, 6. Civil Govt., 2. Eng. Hist., 4. German, 7.	German, 7. Geometry, 1. M. and M. Hist., 3, 7. Physics, 4 & 5.	German, 7. Geometry, 1. M. and M. Hist., 3, 7. Physics, 4 & 5.	English, 6. Geometry, 1. Latin, 8. M. and M. Hist., 3, 7.	English, 6. Geometry, 1. Latin, 8. M. and M. Hist., 3, 7.
4th Year	English, 2. German, 3. Amer. Hist., 8. Physics, 4 & 5.	English, 2. German, 3. Amer. Hist., 8. Physics, 4 & 5.	Eng.—3rd yr., 6. German, 3. Trigonom., 2. Chemistry, 7 & 8.	Eng.—3rd yr., 6. German, 3. Trigonom., 2. Chemistry, 7 & 8.	English, 2. German, 7. Latin, 1. Physics, 4 & 5.	English, 2. German, 7. Latin, 1. Physics, 4 & 5.

HIGH SCHOOL DAILY PROGRAM FOR 1907-1908

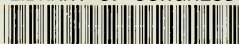
TIME	MR. ROBERTS	MISS BRAINERD	MISS JOLLY	MISS LOWEN	MISS FRIEZE	MISS BROWNE
8.30-8.40	OPENING EXERCISES					
8.40-9.20	Biology	Anc. Hist. I.	Latin—Sr.	Math.—Jr.		Physiography
9.20-10.00			Latin—Soph.	Math.—Sr.	Eng.—Sr.	
10.00-10.40		M. and M. Hist. I.	Ger. 2nd year	Math.—Fsh. I.	Eng.—Soph. I	
10.40-11.20	Physics	English History	Lat.—Fsh. I.		Eng.—Soph. II.	Eng.—Fsh. I.
11.20-12.00				Math.—Soph. I.	Eng.—Fsh. II	
12.00-12.30	NOON—LUNCH PERIOD					
12.30- 1.10		Anc. History II.		Math.—Soph. II.	Eng.—Jr.	Lat.—Fsh. II.
1.10- 1.50	Chemistry	M. and M. Hist. II.	Ger. 1st year	Math --Fsh. II.		Agriculture
1.50- 2.30		American History	Latin—Jr.		Eng.—Fsh. III.	
2.30- 4.00	LITERARY SOCIETY SESSION, EVERY FRIDAY					

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